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ABSTRACT

In Hungary, the National Settlement Network Development Plan determines, to a great extent, the long-range organizational framework of public education and cultural affairs. In the capital, the educational center might easily become the pedagogical, cultural, communal, and sports center of the residential district. In the provinces, the basic public institutions could be concentrated in a single village center that is not only an educational, pedagogical, cultural, communal, and sports center, but an administrative and commercial center as well. The pedagogical center, generally designed for 1,500 to 2,000 children, should be organized as a single unit with central management. The fundamental principles of these centers are as follows: (1) teaching continues all day from the age of 3 to 18; (2) the center is suitable for adult education and postgraduate education; and (3) teaching takes place with a variety of personnel using modernized content, methods, and organization. The design and construction features of the pedagogical centers are modular coordination and prefabrication with lightweight steel or reinforced concrete structures. Economic efficiency of the pedagogical centers is achieved by the contraction of the different public institutions and by reduced building maintenance and operation costs. (MLF)

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Educational and communal centres in Hungary

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The fundamental principle of the reform of school architecture must be scientific futurology, putting an end thereby to the practice following behind current requirements, carrying in itself constantly the risk of a general lag behind the scientific-technical level, and a moral obsolescence in the construction of schools already at the time of construction.

The complex character of operations should be ensured. In order to ensure that fact of determining significance that the school - essentially the educational center - of the future should always have up-to-date educational, pedagogical and functional fundamental principles, a constant and continuous research work should be organized.

The most important characteristic of research work is that it is constant, continuous, and that it obtains its information from national and international professional fields.

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The most important questions of principle of up-to-date school construction can be grouped according to the points of view of location and town planning, sociology, function, content, organization, and personal-technical, as well as material points of view.

The National Settlement Network Development Plan intends to develop the settlement conditions of the country by means of determined development

factors. The first among these development factors is to ensure the supply of the population with institutions on a determined level. The settlement network developing as a result of this development determines the longrange organizational framework of our entire public education and our cultural affairs to a great extent.

It follows from all this that educational centers /up-to-date schools/ of different orders of magnitude belong to the orders of magnitude of settlements planned by the National Settlement Network Plan.

It is not possible, of course, to analyse here all the different orders of magnitude of settlements, yet let us examine in the two extreme case - in the case of the capital and the provinces - what educational centers can develop. The case of the capital is the simpler one because it can be realized excellently in a new housing estate constructed for 8-10.000 inhabitants /1500-2000 children/ of the capital, for the school of the future, the educational center might easily become here the educational, pedagogical, cultural, communal and sports center of the residential district.

More controversy arises in the case of the provinces. Although in the provinces where the way of the development of the network of basic public institutions is organization in blocks, it is easy to realize indeed that basic institutions of administrative, sanitary, of care of children and educational, cultural and sports, as well as commercial character should be concentrated in a single village center.

The primary purpose and essence of organization into blocks is continuous operation based on the contraction of the similar functions of the premises.

If one adds to this from the point of view of long-range development that the possibility of the multipurpose utilization of the premises can be increased by up-to-date, flexible designing, the combination of buildings organized into blocks becomes an economical, living, lively combination functioning really on a high level.

Thus, in the provinces this combination is not only an educational, pedagogical, cultural, communal and sports center, but an administrative and commercial center as well.

The order of magnitude, composition, sphere of attraction and combinations of institutions should be always preceded by a detailed sociological, economic, settlement development, educational and cultural analysis.

It has been proved by the results of sociological investigations that the primary social functions of schools are becoming wider because schools must participate more and more in the realization of the peculiar social objectives of the entire society. The school is the only institution through the "sluice" of which the entire society "flows". At a given time, of course, only the given age-groups. but in the long-run the whole society.

It is made a social-economic necessity by the scientific-technical revolution that, due to the rapid obsolescence of the material of knowledge, and the constant changing of the professional structure, the school should become connected more and more with the work of the education of adults and posgraduate education.

A social requirement actually menifesting itself parallel with the five-day working week is the question of the five-day school-week. This is closely connected with the social requirement concerning the spending of the increase leisure time in a cultured manner.

On the basis of all this, the school can fulfil its real role in the society of the future only if, in addition to its educational and pedagogical work, it draws into its life wider and wider strata of the adult society, realizing by this the organic unit of school and life.

The organizational and educational fundamental principles basically determining the designing of these centers are as follows:

a./ In the pedagogical center, teaching continues from the age of 3 to 18 within a contracted kindergarten-school organization.

b./ Teaching continues all day in the framework of the five-day school-week, thus the whole day of the child can be programmed freely, so learning, play, meals, resting and leisure time are included in the daily programme which ensures partly the optimum utilization of the functional units, partly the equal educational chances for the children. For the children of parents who work in the service industry where the week-end holidays mean the main working period cultured occupation and meals are provided by the pedagogical center during the week-end.

c./ With its well-equipped lecture, laboratory, workshop, library, etc. units, the pedagogical center is very suitable to perform the functions of adult education and post-graduate education.

The pedagogical fundamental principles basically determining the designing of the pedagogical center are as follows:

a./ teaching takes place with modernized content, up-to-date methods and organization /team teaching, cabinet system, speciality combinations according to ability and inclination, the unfolding of learning activity, working methods based on the joint action of pedagogues and pupils, programmed teaching, etc./

b./ up-to-date teaching and the pedagogical center have new personal conditions, too. Thus, it is necessary to ensure organizational experts for the administration of ghe entire complex, as well as librarians, youth leaders, auxiliary workers for pedagogical care, technicians, physicians, psychologists, etc./.

c./ in the pedagogical center, it is necessary to ensure the new objective conditions of teaching. Up-to-date teaching requires a complex technical equipment.

The fundamental principles of designing and construction basically determining the designing of the pedagogical center are as follows:

a./ modular coordination in the designing /1o cm-6o cm base/, "open system" prefabrication with lightweight steel or reinforced concrete structures,

b./ such a division and contracting /flexibility/ of the internal spaces of the pedagogical center should be ensured that in this way they should become suitable partly for the realization of the above outlined fundamental principles, partly

for manifold, multi-purpose use. Flexibility, of course, is ensured only to such an extent as it is allowed by our technical possibilities and as it is required by multi-purpose use.

One pedagogical center is generally designed for 1.5oo - 2.ooo children.

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The pedagogical center should be organized as a single organizational unit, with central management and with technical and economic supply.

It is obvious that this contracted combination of institutions organized on a high degree is very economical because its building costs are lower in a contracted form than in the case when the individual units /kindergarten, school, house of culture, stc./ are built separately. Besides this, the possibility of a more rational use of area is alsó evident. The costs of operation and maintenance works are alsó lower, they can be performed and organized in a more up-to-date manner in the case of a combination of institutions organized into blocks.

The economic efficiency of the pedagogical center is also borne out by that fact which can be achieved by the contraction of the different public institutions. We contract here about fifteen institutions having separable functions. In the public institutions listed, it is possible to design a series of premises in a contracted form.

The economic efficiency of the pedagogical center can be judged only on the basis of such a method which investigates not only the non-recurrent investment costs /m3/Ft, m2/Ft/, but also the building + maintenance + operation costs, as well as the quality of spaces created by the invested sum /multipurpose use, flexibility, etc./.

Consequently, the investigation of the economic efficiency of the pedagogical center can be performed on the basis of the "qualitative" view of investigation.